

# Summarised inspection findings

**Davidson's Mains Primary School and Nursery Class**

The City of Edinburgh Council

4 June 2019

## Key contextual information

The school has recently moved classes in P1 to P3 into newly built accommodation on the campus. There is also a purpose built nursery recently completed within the school grounds. The school roll is gradually increasing and is almost three streamed throughout.

### 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, most children are motivated and talk enthusiastically about their learning. Almost all children enjoy participating in active learning experiences. Most children are confident learners. They work effectively in pairs and engage well in interesting activities. Most children understand the purpose of their learning. In the majority of classes, children make choices related to their learning tasks and they are beginning to take more responsibility for their own learning and increasingly work more independently.
- Most teachers use digital technology effectively to support children's learning. Children are confident when using tablets to consolidate or extend their learning. Digital leaders support the development of digital literacy well throughout the school.
- In most lessons, learning activities are appropriately challenging and meet the needs of most children. In a few lessons, children have opportunities to contribute to planning for learning where their interests and ideas are a foundation for next steps in their learning. There is scope to develop this effective practice through an increased focus on pupil voice and increased opportunities for children to lead learning. Children are keen to play a greater role in the life of the school and decision-making processes.
- In almost all lessons, children have frequent opportunities to work in pairs. They are becoming increasingly skilled in discussing their learning and feeding back to one another. Throughout the school there are examples of children supporting each other very well in their learning.
- Overall, the quality of teaching is good, with a few very good examples. The effective use of formative assessment is a strong feature across all stages. In almost all lessons, the purpose of learning is shared and discussed with the children in a clear and meaningful way. In most cases reference to what success looks like is made. In the best practice, children are encouraged to express what they need to do to achieve. They are supported during lessons to evaluate their success and consider necessary improvements. A few lessons are rounded off well with children identifying and summarising key learning points
- In almost all lessons, teachers provide clear explanations and instructions. In most lessons, teachers check children's understanding of their learning through effective questioning. In the most effective practice, teachers demonstrate skilled use of questioning which challenges and supports children to develop higher order thinking skills. To ensure greater consistency,

teachers should progress with plans to develop further, the range and type of questions asked to ensure depth of understanding.

- Digital technology is used effectively across all classes as a teaching tool to enhance teaching. There is strong practice emerging in the use of a visualizer to develop children's editing skills and improve the quality of writing. Children also enjoy sharing aspects of their learning on digital platforms as well as using them to support the evaluation of their work. Digital leaders are encouraged to provide support to classes as well as lead developments in relation to the use of tablets. The use of digital technologies is especially successful in developing children's skills in information handling.
- Teachers provide helpful oral feedback to children to convey when they have been successful in their learning. However, the quality and frequency of written feedback is variable. Some teachers provide feedback on writing activities which identifies next steps in learning and allows children to identify what they need to do to improve. This should be extended and more consistent across the school.
- Almost all staff make effective use of a variety of formative assessment strategies during lessons. This helps inform planning for children's next steps in learning and to understand when they have been successful. They also make regular use of standardised assessments in literacy and numeracy. The combination of formative and summative information is adding to the reliability of teacher judgements about children's progress in Curriculum for Excellence levels. The school and its cluster group of schools are developing a shared understanding of standards. They should continue to develop approaches to moderation and widen the range of curriculum areas to be moderated ensuring depth to children's learning. The school's appropriate focus to improve attainment in writing should be evaluated and moderation activities developed to share children's progression in writing skills. Staff work closely together as stage partners and are making progress in consistency of approaches to the teaching and assessment of writing. The school has made a promising start to using digital technologies to share children's writing across the cluster. Children who require additional support in their learning are supported in small groups out with classes. Teachers and support staff work well together. There is scope for individualised educational plans to be reviewed more regularly so that short term targets are more meaningful for children. This will help them gain satisfaction on achieving short term targets more frequently. The school should take forward its plans to introduce the use of milestones to support children who have additional support needs. This will lead to ensuring interventions are appropriate and effective. Overall, there is scope to increase consistency across the school, in the ways that teachers use assessment information as an integral aspect of planning for learning.
- Senior leaders and teachers plan effectively across the curriculum in order to meet the needs and interests of most learners. There are effective systems in place to track and monitor children's attainment currently in literacy and numeracy. Through arrangements for tracking and monitoring, staff have key, up-to-date information to support children in their learning, including information where potential barriers exist for some children to access their learning. This includes information around protected characteristics. Senior leaders and teachers should now include wider achievement and engagement in overall tracking and monitoring of children's overall progress. Importantly, this should include key skills that children are developing. This will help staff to work closely with children in making helpful connections across their learning, and develop and apply various skills in different contexts. Senior leaders should further develop the school's approaches to tracking and monitoring to include all curricular areas.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

## 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall, attainment in literacy and English and numeracy and mathematics is good.

### Attainment in literacy and English

- Overall attainment in literacy and English is good. Across the school, most children are making expected progress and at second level, cohorts are making very good progress in literacy and English. There is scope at early level and first level for pace and challenge to be increased, and expectations of what children are capable of achieving, raised.

### Listening and talking

- Most children are making good progress in talking and listening. Across the school children listen well to instructions from their teachers and are confident and articulate. Most have a good vocabulary and share their views confidently when working in pairs. At the early level, children take turns when talking and listening to others. At first level, they communicate clearly when in smaller groups. They contribute their thoughts appropriately. By second level, almost all children are articulate in sharing their opinions and build effectively on one another's ideas. They are confident when talking in small groups and responding to questions for teachers. They are becoming skilled evaluators and analyse when they have been successful.

### Reading

- Overall, most children are making good progress in reading. At the early level, most children recognise initial sounds and tricky words and use this knowledge to read familiar words. They read familiar texts and use simple punctuation accurately when reading aloud. Children working at first level are very enthusiastic about using the school library. They share who their favourite author is and explain the reasons they like particular books. They discuss the differences between fiction and non-fiction and recognise the difference between fact and opinion. By second level, most children read independently and with good comprehension. They select a variety of non-fiction texts for research and fiction as personal reading. However, a few children do not yet have sufficiently well-developed vocabulary to read the selected novels without support in understanding what they have read. At P7, children are motivated to read as buddies with younger children. There is scope to sustain the joy of reading throughout the school by promoting reading for pleasure.

### Writing

- Overall, most children are making good progress in writing. At the early level most children are developing the confidence to write independently. They form most lowercase letters legibly and know their sounds and those of some uppercase letters. At first level, most children organise their writing in paragraphs, start sentences in different ways and make effective use of conjunctions. Children apply writing skills across the curriculum and write for a variety of purposes. Children working at second level, are making good progress overall. Most write well-crafted pieces across a variety of genre and know how to apply their skills in other curricular

contexts. They are developing skills in editing and evaluating what good examples of writing look like. There is scope to ensure approaches within and across stages are developed consistently to ensure children know the standards that are expected of them. Recent professional development should continue to be shared through moderation and planning within and across teams. This will lead to attainment being raised and strengthen a common understanding of standards.

### **Numeracy and mathematics**

- Data provided by the school for session 2017-18 indicates that most children achieved the appropriate Curriculum for Excellence levels in numeracy and mathematics. There is scope to increase attainment at the early level and sustain this so that almost all children are attaining across all levels.
- Across the school, most children are making good progress in numeracy and mathematics. Children engage positively in almost all lessons, in the variety of learning experiences that are planned for them. There are a number of planned contexts for learning where children develop and apply their numeracy skills through digital technologies and other motivational and relevant contexts. There is scope to consider ways in which these opportunities can be extended across all stages in order to increase consistency of approach throughout the school.

### **Number money and measure**

- At the early level, children count confidently within 20, and make numbers in different ways. They count in twos and recognise doubles. Most children add and subtract within ten, recognise and name coins to £1, and make amounts of money using 1p, 5p and 10p coins. At first level, most children record numbers up to 1000 and identify the value of each digit. They need to develop skills in a wider variety of strategies to add and subtract up to three digit numbers. Most children know basic multiplication facts but are less accurate when dividing numbers. They identify coins and notes up to £20 but are less skilled when calculating change. Most children recognise and read analogue and digital times and calculate simple durations. By second level, most children have a good grasp of place value. Most are confident when multiplying and dividing and add, subtract and order decimals. Most show confidence and accuracy in converting fractions to percentages and decimals. Some children helpfully assist peers and support others to be successful. A few children do not yet have the understanding of a variety of strategies to solve problems with independence.
- At the upper stages, children are knowledgeable about many aspects of financial planning. At second level, most children show good ability in purchasing from an amount of money, calculating costs of items for example, when shopping. Most children calculate discounts using percentages. By second level, almost all children convert times accurately between 12 and 24 hour notation. Most children demonstrate confidence and accuracy in interpreting electronic timetables and calendars. Almost all children at second level, make reasonable estimations of length and area. They calculate the areas of squares, rectangles and right-angled triangles with confidence.

### **Shape, position and movement**

- At the early level, most children recognise and name 2D shapes and 3D objects. They understand simple directions using programmable toys. At first level, most children demonstrate a growing understanding of properties of 2D shapes and 3D objects. They plot coordinates and complete patterns with two lines of symmetry. Too few children are confident in identifying right angles. By second level, most children have a good understanding of 3D nets, properties of angles and calculate areas accurately.



## Information handling

- At early level, children collect, sort and organise a variety of objects. They match and sort items according to simple criteria. At first level, most children create accurate bar graphs and interpret the information displayed. Most children are confident in answering questions regarding chance and uncertainty. Across the school, children are developing progressive skills in information handling. At second level, most children apply skills in collecting data for a range of purposes. They link and apply their knowledge in other areas of learning, such as science and health and wellbeing. Children are encouraged to identify real-life contexts for using these skills and make links to the world of work. They display data appropriately making effective use of technology to create graphs and charts.

## Attainment over time

- The school has effectively raised attainment in almost all aspects of literacy and numeracy over the past three years. Teachers use a range of standardised and diagnostic assessment data to identify areas of improvement. A range of data is gathered on reading, writing, listening and talking and numeracy from various assessment sources. This data supports teacher judgements about children's progress and helps identify those who require additional support. There is headroom to increase opportunities for professional dialogue and increase staff confidence in making robust judgement. Senior leaders should continue to focus on working collegiately with staff to strength a common understanding of standards. They should support staff to develop clear expectations for all children.
- Teachers implement a variety of interventions to raise attainment in literacy and numeracy. These interventions are beginning to demonstrate positive impact for children's outcomes. A range of teachers and support staff are deployed to support and challenge children in their learning. The school should review the effectiveness of these strategies to ensure all children achieve as well as they can.
- Senior leaders and teachers engage in professional dialogue to monitor children's progress. They review and agree changes to interventions and support. These changes now need to be reflected more frequently and accurately through meaningful targets in individualised educational plans.

## Overall quality of learners' achievement

- Children are successful in a range of opportunities available to them in school. They participate in a variety of lunchtime and after school clubs. The children speak enthusiastically about the introduction of the P4-P7 newspaper club. They value the contributions that they make to the life of the school as a result of this. They are aware that this gives them opportunities to apply literacy skills as well as develop important team working skills.
- Wider achievements are celebrated and children enjoy the recognition of their successes. Children and parents comment favourably about the use of social media to promote and celebrate children's achievements.
- A growing number of children in the older classes take leadership roles on a number of pupil groups. These include the Pupil Council, Eco Group, JRSO and Sports Council. P7 children play as buddies to P1 pupils. P7 pupils relish this responsibility and recognise the effective contribution they make to the school community. Digital leaders work together effectively to support learning using digital technologies.
- There is scope to extend children's contribution to the life of their school. They speak positively about the opportunities they have and are eager for these opportunities to be increased.

Children are very capable of making an increased contribution to the school through leadership roles at all stages across the school.

- Staff know children well and are at the early stages of monitoring opportunities for them to achieve widely. The senior leadership team should develop approaches to robust tracking of wider achievement as planned. They should ensure all children have opportunities to participate fully in out-of-class learning activities.

### **Equity for all learners**

- Senior leaders and staff know children and the school's context well. They provide well-planned interventions to address individual children's needs. Senior leaders monitor attainment for all children within the school, including groups who experience barriers to learning. Additional staffing is funded through Pupil Equity Funding and aimed at raising attainment in literacy and numeracy. Targeted interventions are at the early stages of implementation. It is too early for staff to identify what is having the greatest impact on improving outcomes. They should evaluate the impact to ensure identified interventions are effective. Arrangements are in place to ensure that financial constraints do not prevent children from taking part in opportunities for wider achievement. The school should continue with its plan to monitor wider achievement to ensure targeted support in this area.



## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.